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ABSTRACT

This document contains 13 lesson plans that can be used for career awareness activities in fourth grade. The lessons were developed by teachers and submitted as part of the Florida Blueprint for Career Preparation. The lesson plans include a topic, materials and information needed, and directions for activities. Lesson plans are designated by subject area; most of the activities fall into the language arts, social studies, and mathematics areas. Some of the topics in this unit include the following: discovering careers, mathematics story problems, Florida weather, chart your skills, career research, USA careers and USA TODAY, healthy human bodies, Florida industries, web and flow charts for people who work together, "Win, Lose, or Draw: The Career Version," and family role in career awareness. (KC)

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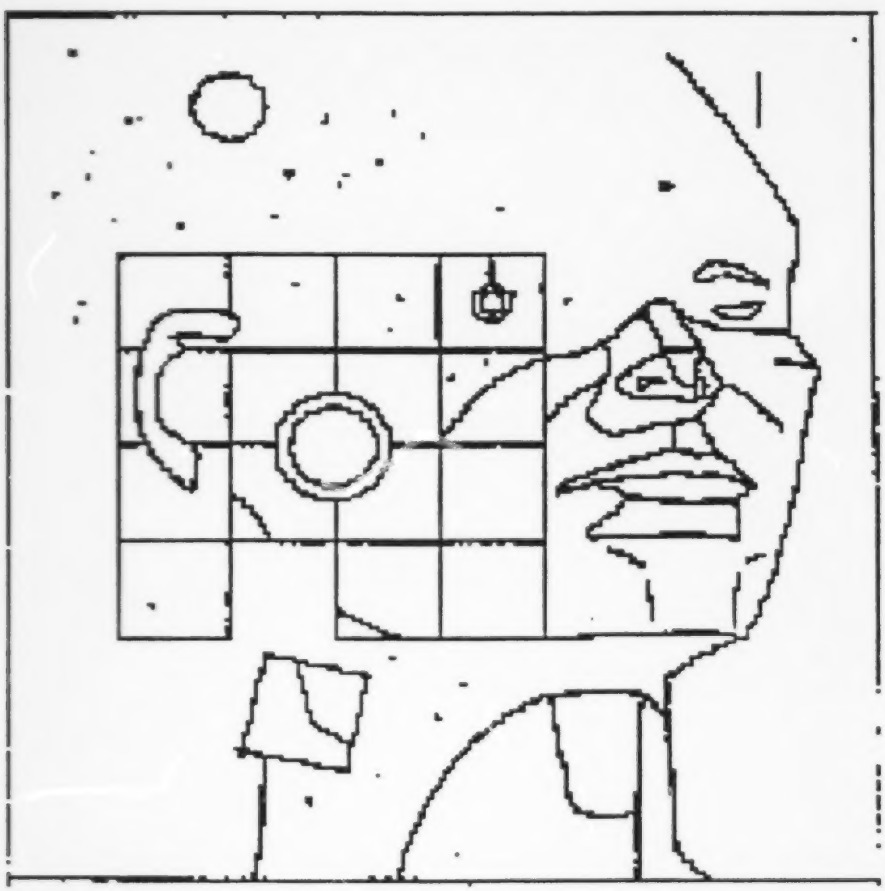
BEST PRACTICES IN CAREER DEVELOPMENT

ACTIVITIES FOR FOURTH GRADE



A Supplement to the Blueprint for Career Preparation

U.S. DEPARTMENT OF EDUCATION

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MUSIC
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

A School Musical

MATERIALS/INFORMATION NEEDED:

Use the Elementary Career Development Competencies to assist in the development of an original script.

ACTIVITY:

This activity uses the theme of growing up and entering a career to create an original 45 minute musical. Backdrops are slides of career people at their work sites projected behind the students who are dancing and singing.

a. Enlist the assistance of parents and volunteers to help with choreography, costume designs, set designs and career slide backdrops.

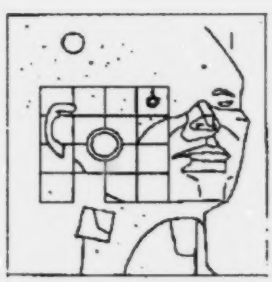
b. Develop the theme and select the music to tie in with an evolving script. "Growing Up Great" was the musical title used at Keeth Elementary.

c. Produce and present the musical.

d. Allow students to present elements of the musical to groups in the community.

CONTRIBUTED BY:

Virginia Vrichko, Keeth Elementary School, Seminole County



LANGUAGE ARTS
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Florida Job Opportunities

MATERIALS/INFORMATION NEEDED:

Classified advertising section from several daily newspapers
Construction paper
Markers

ACTIVITY:

Discuss the uses of the classified section of the newspaper and present related vocabulary. Organize students into small groups of three or four students each.

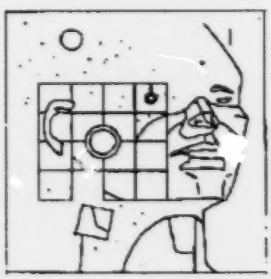
Establish five categories for grouping job opportunities (e.g. health services, agricultural, technology, business, community service), and direct each group to locate two ads for each category.

Have students outline their ads with marker, cut them out, and mount ads on construction paper. Students should indicate the job category on the back of the construction paper.

Make a bulletin board display entitled JOB OPPORTUNITIES. Have students read the ads aloud and discuss the proper category for each. Ads should then be placed into the correct position on the bulletin board. Each student should write a classified ad for a career of their choice including a self-portrait illustrating the chosen career. The student-made ads should be displayed on the bulletin board.

CONTRIBUTED BY:

Fourth Grade Teachers, Sun 'n Lake Elementary School, Highlands County



LANGUAGE ARTS
SOCIAL STUDIES
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Discovering Careers

MATERIALS/INFORMATION NEEDED:

Master chart (drawn on chalkboard)
Chalk
Pencils
Discovering Careers Chart (provided)

ACTIVITY:

Through this activity, students will be provided with the opportunity to identify, explore, and present to others various career areas, some of the possible jobs within that area, and some of the skills needed in a certain area or career. Students will work in groups to explore career areas. They will present to others in the class some of the jobs that might fall under a certain area, and some of the skills that might been needed in the career area.

1. Divide students into five groups.

2. Lead into a discussion by using the following motivation statement:

   "Today we are going to discuss some career areas. Different areas require certain skills and entail certain jobs. For example, teaching is a career that would fall under the area of providing services. Some of the skills you might need are that you enjoy working with children, you have good organizational skills, and that you like to study many different subjects. By thinking about the skills involved in various careers and areas, you can decide if you might (or might not) be interested in finding out more about a certain career or area."

3. Discuss some of the general career areas (listed below.) List one of the career areas on the board. Under it, list a job that might fall under that category. Next, list three skills that might be useful in that job.

4. Assign each group one general career area. Each student in the group needs to complete the chart. Assist those students who might have difficulty thinking of jobs or skills for an area.

5. Within their groups, students need to discuss the various jobs and skills they come up with. Each group needs to pick one career they wish to present to the rest of the class.

6. On the board, a student from each group lists and discusses the career area, possible jobs within that area, and the skills that might be needed. Each group has a turn to do this.

7. After every group has had an opportunity to explain a possible career from its category, lead a class discussion of the different areas and careers. This could be a comparison/contrast, specific skills for one area or career, etc.

SOME GENERAL CAREER AREAS AND JOB EXAMPLES

a) Providing Services (teacher)

b) Collecting/Using Data (scientist)

c) Manufacturing Goods (construction)

d) Providing Resources (fishing)

e) Marketing Goods (advertisement)

8. Conclude the activity with the following remarks:

"There are several different career areas. Within each area there are many different possible careers. Each career has some general (and sometimes specific) skills. By examining these different areas, careers, and skills you might find an area or career you wold like to explore further."

CONTRIBUTED BY:

Grace G. Fannin, Sopchoppy Elementary, Wakulla County

DISCOVERING CAREERS

Career Area _____

Possible Job/Career _____

Skills Needed

1. _____
2. _____
3. _____

****

Of all the career areas discussed, which one interests you the most?

Do you think you have one or more of the skills listed for that career/area?

If you could be in any career/area, what would it be? Why?

Name _____

MATHEMATICS
FOURTH GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Mathematics Story Problems

MATERIALS/INFORMATION NEEDED:

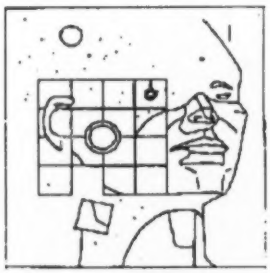
Activity Sheet (provided)

ACTIVITY:

Distribute activity sheets for students to complete. Discuss the occupations mentioned in the problems.

CONTRIBUTED BY:

Broward District Schools, Career Education Department, "Footsteps to the Future."



Name: _____

Directions: Write the number problem and solve the problem.

1. Joan, a truck driver, was picking up boxes at three different stores. At the first store, she picked up 123 boxes. At the second store, she picked up 371 boxes. At the third store, she picked up 235 boxes. How many boxes did she pick up all together?

2. Robert, a commercial fisherman, caught 895 shrimp last week. This week he caught 786 shrimp. How much less shrimp did he catch this week?

3. Becky, a car manufacturer, has a factory that made 327 cars on Tuesday and 296 cars on Wednesday. How many fewer cars did her factory make on Wednesday?

4. Don, a reporter, was writing news stories for the six o'clock news show. His first story was 183 words. One of his stories is 224 words. The last story is 312 words. How many words has Don written in all?

5. Mary, a landscape architect, was designing a city park. She needed 126 bags of mulch, 355 bags of wood chips, and 107 bags of stones. How many bags of supplies did Mary need?

6. Susan, a radiologist, too 181 X-rays on Monday. On Tuesday, she took 168 X-rays. How many more X-rays did she take on Monday than on Tuesday?

7. Ron, a reservations clerk at a hotel, made 436 reservations for the first week in October and 381 reservations for the second week in October. How many fewer reservations did Ron make the second week in October?

8. Beth, a caterer, was organizing a luncheon for business managers. The managers could choose their main dish. Two hundred chose roast beef, 324 chose fried chicken, and 169 chose broiled fish. How many managers made luncheon reservations?

9. Pat, the pharmacist, was doing an inventory of the medicine in the pharmacy. He counted 321 bottles of Z medicine, 543 bottles of H medicine, and 117 bottles of B medicine. How many bottles of medicine did he count?

INTEGRATED UNIT
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Florida Weather

MATERIALS/INFORMATION NEEDED:

Thermometers	Video camera
Barometers	Tape
Wind Vanes	Boxes
Assorted weather instruments	Construction paper
Tape recorder	Paint

ACTIVITY:

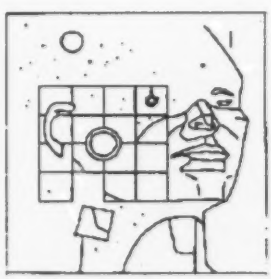
In this set of activities, students will determine job roles as they relate to studying and reporting the weather on television and radio. Upon completion of the activities, students should be able to explain the effects of weather on Florida's environment; interpret maps and globes with an emphasis on Florida; interpret and create graphs; write a news article, dialogue using quotation marks, and summary; and do research.

Have students do the following:

1. Write letters asking about weather-reporting jobs at a local television station, a local newspaper, and the National Oceanic and Atmospheric Administration, Washington, DC.

2. Research careers related to reporting the weather on television, on radio, and in the newspaper. They should find out the educational requirements, job responsibilities, working time, salary, benefits, and the advantages and disadvantages of those careers.

3. Write job descriptions of weather-related careers based upon the information they gather (use computers.) Job descriptions can be compiled into a class big book.



4. Invite a weather person, meteorologist, and/or TV producer of weather news to the classroom.

5. Create a weather-reporting station in your classroom with various students role playing.

6. Make a graph depicting daily weather conditions and/or temperature.

7. Compare weather in various parts of the county and the state. Locate areas on a map.

8. Take a field trip to the local television station.

9. Take a field trip to the weather station at a nearby airport.

CONTRIBUTED BY:

Volusia County Schools

LANGUAGE ARTS
SOCIAL STUDIES
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Chart Your Skills

MATERIALS/INFORMATION NEEDED:

Poster Board or Chart Paper
Sentence Strips (provided)
Markers
Skills Chart (provided)

ACTIVITY:

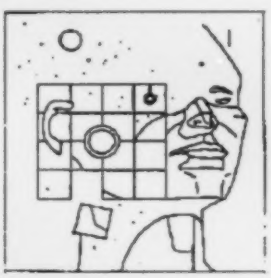
Through this activity, students will be provided with the opportunity to identify and explore the skills they possess necessary to pursue different types of careers. Students will discuss the skills needed to carry out many jobs, evaluate their own skills, and use the skills chart to visually see which careers would best utilize their skills.

1. Have sentence strips, poster board and markers available.

2. Lead into a discussion by using the following motivation statement:

   "Today we are going to be talking about things that we are good at, things that we like to do. Everyone can do at least a few things that they are proud of, and because of that they enjoy doing them. These 'things' are called skills.

   Focussing on those skills is the first step to choosing the career you might want to pursue in the future. The key to selecting the right job is deciding if you'll be satisfied by the tasks you will be required to do each day. Most likely you will feel satisfaction if those tasks use the skills you feel good about."



3. Discuss reasons why the skills students feel successful at build pride. Have each student list the skills which he or she is proud of on the chalkboard. Help students keep a majority of the skills job-related. Discuss how each skill listed might be useful in a career.

4. Have students make similar lists at their desks. The skills listed should be those the child feels he or she is best at. Circulate throughout the room to encourage those who have a hard time listing their skills.

5. Use the sentence strips to discuss individual jobs that might be included in each area. Some examples are:

Providing Resources
farming
fishing
mining

Making Goods
industry
factory work
sewing
building

Selling Goods
retail
marketing
advertising
modeling

Providing Services
teacher
doctor
counselor
postal worker

Collecting/Using Data
accounting
finance
scientist
statistician

6. Place students into five groups. Assign each group one of the career areas. Have students list a skill necessary to carry out the jobs in their career area on poster board or chart paper. Share lists, discussing why skills are listed.

7. Distribute the Skill Charts to the students. Have students transfer the skills they listed for themselves onto the chart. If a skill would be useful in one or more of the career areas, have students place a check mark in the box. Otherwise, instruct them to place an "X" in the box. Allow a few minutes for this charting activity. Encourage examination of the completed chart. The questions at the bottom of the chart will help students clarify in which areas their individual skills would be most useful.

8. Conclude the activity with the following remarks:

"Each of us has many skills that will one day be very useful in our chosen careers. Right now you may be drawn to one area. As time goes by, your interests and skills might grow. Evaluating your career choice as to your skills and interests is always a good idea, now matter how old you are. As you grow up, you will need to reevaluate your skills because they will change. School is the best place to increase your skills, or gain totally new ones so that you will have more career areas to choose from."

CONTRIBUTED BY:

Amy K. Sobolewski, Sopchoppy Elementary, Wakulla County

CHARTING YOUR SKILLS

CAREER AREAS YOUR SKILLS	PROVIDING SERVICES	MAKING GOODS	SELLING GOODS	COLLECTING/ USING DATA

Which career area has the most checks?

Which career area has the least checks?

Which career area would you be the most likely to have success in at this point?

List 2 jobs from your career area in which you might be interested_____,

Name _____

PROVIDING RESOURCES

MAKING GOODS

SELLING GOODS

PROVIDING SERVICES

COLLECTING/USING DATA

LANGUAGE ARTS
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Career Research

MATERIALS/INFORMATION NEEDED:

Encyclopedias
Reference Books
Handout (provided)
Paper and pencil

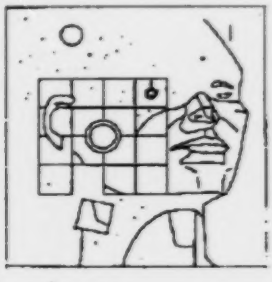
ACTIVITY:

Take students to the library to learn more about a career of their choice. After compiling the facts, have the students construct the information they gathered into paragraphs. You may want students to give oral reports.

As a follow-up, invite community resource people to talk about their careers.

CONTRIBUTED BY:

Linda Toler, Sopchoppy Elementary School, Wakulla County



CAREER RESEARCH

My Name _____

DATE _____

Career Title _____

Describe the responsibilities (what the person does.)

_____

_____

What training, skills, and schooling are needed for this occupation?

_____

_____

What tools, equipment, and special clothing does a person in this occupation have?

_____

_____

_____

On the back of this paper, write 3 more sentences that tell facts about this job.

BIBLIOGRAPHY

Title of Book: _____

Volume or Author: _____

Page Numbers: _____

Copyright year: _____

Publisher: _____

LANGUAGE ARTS
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

USA Careers and USA Today

MATERIALS/INFORMATION NEEDED:

Copies of "USA Today" newspaper
Career Clusters lists

ACTIVITY:

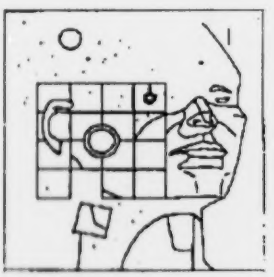
Students will use USA TODAY to locate and organize information about changing workers, occupations, and trends.

1. Career Choices - Students will use the career clusters lists to choose one or two fields which seem most attractive to them. They should read USA TODAY and circle articles, photos, graphics, or advertisements which are related to their area of interest.

2. Career Collage - Students should work in small groups to create a collage entitled "Workforce USA." Have them use photographs, articles, and graphics from issues of USA TODAY. Display the collage.

CONTRIBUTED BY:

Dorothea Fogle, Keeth Elementary, and Betty Bourne, Idyllwilde Elementary, Seminole County



INTEGRATED UNIT
FOURTH GRADE

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

Healthy Human Bodies

MATERIALS/INFORMATION NEEDED:

Craft items for making puppets such as cloth, yarn, paper, boxes, socks, tongue depressors, crayons, paint, etc.

ACTIVITY:

After completing this set of activities, the student will be able to trace and explain the digestive system; identify the five senses and their functions; develop an awareness of positive ways to meet emotional needs; write a friendly letter, a business letter, an advertisement, a descriptive paragraph, and a narrative paragraph.

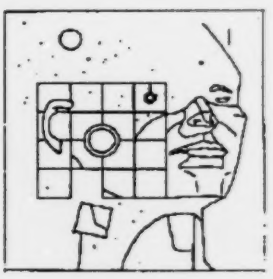
1. Brainstorm careers related to keeping our bodies healthy.

doctor	dietician
chemist	psychologist
guidance counselor	teacher
scientist	food inspector
lab technician	pharmacist
dentist	exterminator

2. Research the above careers.

3. Do a mapping activity on contributions each career makes toward keeping our body healthy.

4. Write stories about the job roles. A computer may be used for motivation. Have students make a puppet that correlates with the story. Have students write a play about their puppet(s) and perform the play for others in the school. Puppets and stories can be displayed in the media center.



5. A Class Career Big Book can be made which contains stories and illustrations about careers that people have that help us keep our bodies healthy.

6. Students can role play careers with appropriate props.

7. Invite a career person into the class to speak about his/her job and how it can help one to maintain good health.

8. Interview people with careers involved in good health. Find out about educational requirements; duties and responsibilities; working hours, vacation time and salary; advantages and disadvantages of the job.

9. Write a job description based upon the information gathered and compile into a Class Career Big Book.

10. Play a game of "Job Bingo." Students draw a picture of a person performing the job on a 2" x 2" square of paper. Provide a game board of the squares. The leader states a fact about the job and other students find the described picture and place on Bingo game board. This is best played by a small group at a center.

11. Play a game of "Job Concentration," with pictures of various careers matched with a job responsibility.

CONTRIBUTED BY:

Volusia County Schools

INTEGRATED UNIT
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Florida Industries

MATERIALS/INFORMATION NEEDED:

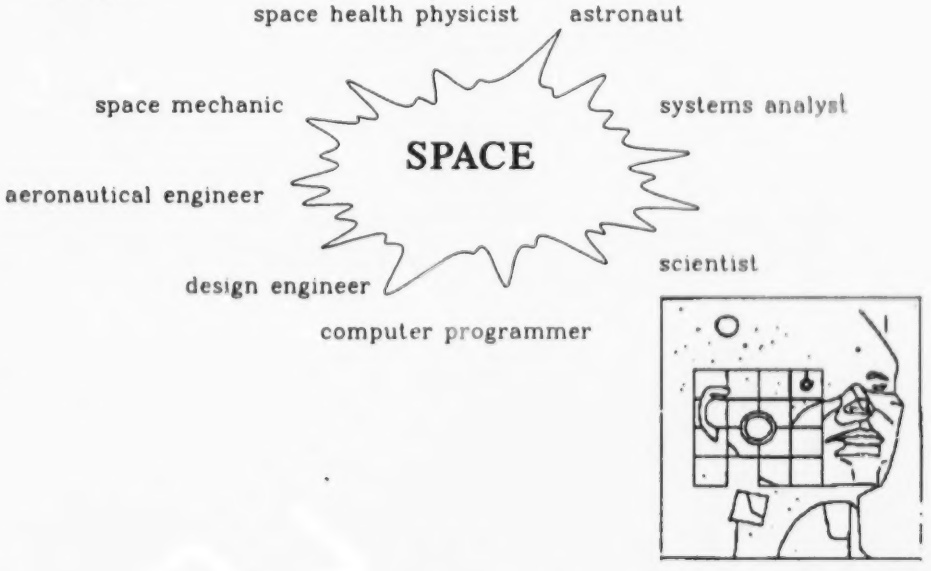
Construction paper
Craft paper
Crayons
Paints
Cardboard boxes

ACTIVITY:

Upon completion of these activities, students will be able to analyze the impact of technology on the growth of Florida; Give examples of ways growth affects the environment; explain the importance of environment on living things; explain a food chain; write factual, cause-effect, and comparison paragraphs; write science summaries and reports; and write business letters.

Have students do the following:

1. Brainstorm careers related to major industries in Florida.
   Example:



2. Do research in the media center or provide varied books, magazines and newspapers in the classroom related to Florida industries.

3. Make a flow chart which illustrates the careers involved in:

   "The Life of an Orange" (from producer to consumer)
   "The Life of a Rocket to the Moon"

4. Make a mural which shows the jobs related to space, citrus or tourism.

5. Write job descriptions which correlate to the effectiveness of that career toward industry.

6. Play "Charades," and have students role play jobs related to Florida industries.

7. Write cause-effect paragraphs relating the importance of the various careers to the industries in Florida.

8. Write a letter requesting information from Kennedy Space Center, the Citrus Commission, and the State Division of Tourism.

9. Interview people involved in Florida industry. Find out educational background required, job responsibilities, and advantages and disadvantages of the job.

10. Take a field trip to a local representative industry.

11. Write letters to tourist attractions to find out "peak" seasons. How does this affect other jobs in the community.

12. Write a story entitled "If I Were a ___, I'd _____" and compile into a Class Career Big Book.

CONTRIBUTED BY:

Volusia County Schools

SOCIAL STUDIES
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Web and Flow Charts: People Who Work Together

MATERIALS/INFORMATION NEEDED:

chalkboard
chalk
construction paper
glue
scissors
markers
Flow chart and web samples

Florida map outline (a large map can be drawn using the image from an overhead projector.

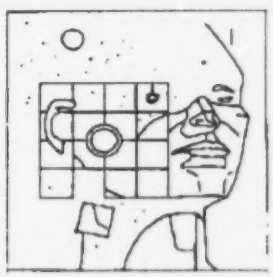
ACTIVITY:

This activity develops awareness both of how occupations develop and how individuals or groups work together to achieve a specific goal.

a. Given examples of occupations, list on the chalkboard all the workers who work in those occupations in each of the work sites (examples of work sites are a dental office, a cafeteria, a bank and an orange grove.)

b. Initiate the activity by saying something like the following. "We have talked about the importance of how workers depend on each other and work together to achieve a common goal. Let's talk now about all the different people upon whom we depend. We will work together to weave a class web to show these people who help us. Let's begin by placing our class in the center of the webs." Model the web as it evolves on an overhead projector or on the chalk board.

c. Continue by saying, "Now let's work in small groups. Choose one specific goal and chart the various occupations that work together to achieve the end results. Use what we know about flow charts to show your ideas."



d. Have students work independently to design a flow chart showing the interdependency of people who work on a particular job, such as publishing a book, launching a space shuttle, running a "Shamu" show.

e. Have students research the occupations or products found in an assigned region of Florida and locate them on a large map. Connect strings between a product on the map to related jobs on the flow chart.

CONTRIBUTED BY:

J. Adkins, C. Barolet, M. J. Brackett, M. Esler, E. Manfred, J. Maxwell, J. Mizerak, C. Robinson, D. Stanton and J. Hubek teachers, Orange County

BEST PRACTICES
IN CAREER DEVELOPMENT

TOPIC:

"Win, Lose, or Draw: The Career Version"

MATERIALS/INFORMATION NEEDED:

chalkboard or easel
colored chalk or markers
game cards
egg timer or watch/clock with second hand

ACTIVITY:

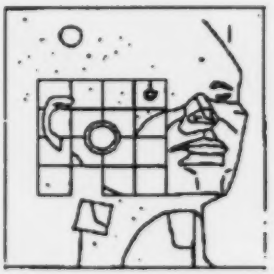
1. Make game cards with words from each of three categories: jobs, tools, workplace. The following are suggestions:

JOBS	TOOLS	WORK PLACE
farmer	scissors	church
painter	saw	police station
janitor	hammer	school
astronaut	handcuffs	hospital
gardener	typewriter	library
hairstylist	calculator	office building
doctor	computer	restaurant
counselor	fire hose	mall

2. Divide the class into two teams and decide how many "rounds" will be played. Flip a coin to see who goes first.

3. Play "Win, Lose, or Draw: The Career Version" according to the following rules:

a. Select a card from one of the categores. Be sure to announce the category and to give each team a card from the same category in each round.



b. Have teams select a player to draw first. The player selected to draw has one minuted to draw the word from the card so that his or her team can try to guess the word.

c. If the word is guessed in one minute or less, the drawing team gets 10 points. After 30 seconds, the person drawing may hand off to another team member if he or she is having difficulty. The point value for the word then decreases to 5 points.

d. If the drawing team fails to guess the word, the opposing team may try to guess. If the opposing teams guesses the word correctly, the word is scored at 10 points if there was no hand off, and 5 points if there was a hand off.

e. *Speed Round* To do the speed round, select 10 cards of equal difficulty for each team. Each team selects one person to draw for the team. There may be no hand off during this round. The person drawing may have 2 passes. Time time limit for the speed round is 1 minute 30 seconds. Each word guessed correctly is worth 10 points.

4. Total the points and determine the winner.

CONTRIBUTED BY:

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INTEGRATED UNIT
FOURTH GRADE

BEST PRACTICES IN CAREER DEVELOPMENT

TOPIC:

Family's Role in Career Awareness

MATERIALS/INFORMATION NEEDED:

Tree of Occupations - copy for each student

ACTIVITY:

Through this activity, students will become aware that work is an important part of the lives of those around us. They will explore the types of work done by family members.

Distribute a worksheet to each student. Discuss the mechanics of completing the tree. Two occupations may be listed on the same branch, such as for father and stepfather. Allow several days for completion so that students can talk with family members.

After the charts are completed, plan a time for students to share or to write what they learned about their families and work choices.

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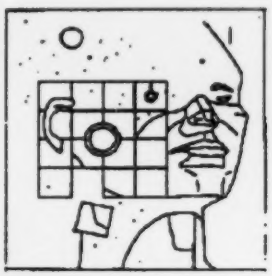

TREE OF OCCUPATIONS

Directions: A person's family plays a role in his or her choice of an occupation, the occupations of the members of your family can influence you. Write the occupations held by the indicated members of your family on the following tree.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

CD805 BK 93

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